

## **Guidelines for Teachers and Presenters regarding Co-Training**

For Teachers:

Experienced Validation Teachers may choose to work with a Validation Presenter in co-teaching a Level 1, Validation Worker course. This co-training is the practical part of a Validation Teacher's training. Co-teachers should learn by watching, participating and getting feedback. After each block and at the end of the course, you will have to evaluate the Presenter, give feedback and help the person learn and develop. You are eventually responsible for whether the Presenter receives a Validation Teacher certificate. It is a significant responsibility, which should not be taken lightly.

It is not required for a Validation Teacher to offer co-training, however there are benefits as well as extra work. A co-teacher offers support, new ideas and in many ways is like a good co-leader in a Validation group.

It is recommended that you have one or two co-teachers in a course; more than two can get confusing to the course participants because the focus might be split too widely. One must keep in mind that building trust between course participants and the teachers is an important goal. However, it is the responsibility of each Teacher to know his or her own limits.

**You must have an authorized curriculum to offer co-teaching.**

**You must have taught at least 2 Worker courses independently before taking on a co-teacher.**

For Presenters

Co-teaching for Teacher certification is only done in Level 1, Validation Worker courses. Additional co-teaching at Level 2 and Level 3 after certification is an excellent experience and it is recommended that all Teachers co-teach with other Teachers when ever possible to gain new ideas and inspiration.

Minimally, co-teachers should teach one piece of theory, lead one exercise and do one role play in each teaching Block.

Co-teachers are expected to take increasing part in giving feedback on videos in a validating way.

Co-teachers are expected to take increasing responsibility for registering and giving written feedback on written documentation from course participants.

In many cases, co-teachers are responsible for 'supervision days' that are planned in between teaching Blocks. The Presenter should give a report (written or verbal) on what happened during these sessions to the Teacher.

The co-teacher can expect to get constructive criticism in a validating way after each Block. At the end of the co-teaching, it is recommended that the Teacher fill in the Criteria for Final Evaluation of Co-Training, for level 3, Validation Certification and discuss the evaluation with the Presenter in an open, validating way.

Specific guidelines:

1. The co-teacher has a copy of the working curriculum in advance.
2. Before each teaching block, the co-teacher chooses at least one piece of theory, one role play and one exercise to teach or lead. It is possible for the co-teacher to do more than this if he/she feels competent and the Teacher agrees. The co-teacher should prepare carefully before

the block. All teaching materials should be checked by the lead Teacher. The lead Teacher should give assistance in this preparatory phase.

3. The co-teacher should prepare a written statement of the goals of each Block.

4. During each Block, the lead Teacher should take notes on the co-teacher's work. Should the co-teacher get in trouble (not have the answers to questions asked, offer incomplete or inaccurate information, etc.) the teacher should try to balance the importance of teaching the correct information to the course participants with supporting the co-teacher in his or her development. If the lead teacher does not feel that the co-teacher has prepared sufficiently, she should take the lead, giving feedback later on.

One important requirement for a good cooperation between teacher and co-teacher is that the teacher trusts the co-teacher to be competent. This attitude of positive expectation helps a co-teacher grow into his/her new task.

It is also possible to agree to a spontaneous teaching style: the teacher can ask the co-teacher for clarifications, give ideas or examples that were not prepared in advance. When the co-teacher has a good idea, he or she can add supplementary ideas, exercises or examples.

5. After each block the lead Teacher should give feedback in a validating way to the co-teacher on the work she has done. The form, Criteria for Final Evaluation of Co-Training can be used.

6. Co-teachers should take increasing responsibility for the work of reviewing documentation, giving feedback on role-play and video demonstrations during the course. Teachers should also show how they handle the administration of a course, i.e. keeping track of homework and test scores. Co-teachers should learn how a course is organized, how a Teacher works with an AVO, and the responsibilities of a Teacher to an AVO.

7. In between Blocks, co-teachers can (and are encouraged to) organize and lead small group meetings with course participants. These meetings should be used for giving feedback using intervision principles and answering questions.

6. During testing, the co-teacher should be involved in the evaluation of both written and practical testing.

7. At the end of the course, the lead Teacher should evaluate the co-teacher according to the criteria listed in the attached form, Criteria for Final Evaluation of Co-Training, for level 3, Validation Certification.

In addition to a copy of this form, a letter should be sent to Naomi Feil at the Validation Training Institute giving the overall appraisal of the co-teacher with a recommendation for final certification, or not. Should the co-teacher not fulfil the criteria, this should be specifically stated in this letter. The letter should be shared with the co-teacher.

submitted by Vicki de Klerk-Rubin  
February 2008

## Sample Letter of Recommendation

Vicki de Klerk-Rubin  
European Manager

Validation Training Institute  
Naomi Feil, Executive Director  
21987 Byron Road East  
Shaker Heights, Ohio 44122, USA

Juli 3, 2009

Dear Naomi,

Martha Teacher and Franz Docent have been co-teaching a Validation Worker course with me. We have taught together: 27/28 February, 23/24 April, 25/26 June, 10/11 September and 3/4 December 2001.

In each block, the candidates have taught one part of the curriculum. They have taught blocks of theory, demonstrated techniques, done role-plays, led exercises and offered supervision/feedback on videos. Additionally, both have reviewed documentation with me and kept records on all participants.

I can say with confidence that the candidates are able to do the following:

1. Explain Validation theory in a clear and simple way, in a variety of different ways, using pedagogic skills, in an open and supportive manner.
2. Can demonstrate through role-play and lead exercises that help participants learn Validation skills. Can support participants who express emotions.
3. Can give feedback on role-plays and video demonstrations in a constructive manner, clearly and honestly, making sure that the participant knows what they can do to improve.
4. Uses the criteria for documentation and testing that is set by VTI and carefully assesses both the practical as well as the written tests. We have used the testing procedures outlined by VTI.
5. Have worked with VTI in a mutually satisfying way to organize the course, has used the VTI authorized teaching materials (curriculum and tests).
6. Have demonstrated openness to learning and an awareness of own skills and weaknesses. Can handle criticism from participants and from myself.

Both Franz and Martha have grown tremendously through this experience, working hard on their own development and trying consciously to improve their teaching skills. Both have insight into their weaknesses and know what to do in order to continue this process in the future.

For these reasons I recommend that the candidates be given their Level 3 Validation Teacher certificate.

Most sincerely,